The Role of Futuristic Pedagogy in Building Character among Elementary School Students

Sri Entang Mulyati[1)], Yusuf Tri Herlambang[2)]

[1),2)] Universitas Pendidikan Indonesia, Bandung, Indonesia
[1)]Email: srientangm@upi.edu
[2)]Email: yusufth@upi.edu

Abstract: The moral crisis affecting students in the digital era requires innovation in character education strategies. This study focuses on futuristic pedagogy as an approach capable of addressing these challenges, particularly in elementary schools. The research employs a descriptive qualitative method by combining a systematic literature review with semi-structured interviews with teachers. The findings reveal that futuristic pedagogy is not solely oriented toward the use of technology but also emphasizes the integration of ethical, spiritual, and humanistic values in the learning process. Four key findings emerge: the need for value-based curriculum reformulation, the repositioning of teachers as facilitators and agents of change, the reinforcement of moral values within the digital context, and the synergistic involvement of families and communities in the educational ecosystem. From this synthesis, an integrative model of futuristic pedagogy is developed, combining noble values, technology, and local wisdom to cultivate students who are virtuous, adaptive, and competitive in the era of Society 5.0. This research contributes both theoretically and practically to strengthening sustainable character education in elementary schools.
Keywords: Futuristic Pedagogy; Character Education; Elementary School; Kurikulum Merdeka; Society 5.0

INTRODUCTION

The deterioration in the morale of students in Indonesia in recent years has become an increasingly urgent problem to pay attention to. The 2023 report of the Ministry of Education, Culture, Research, and Technology (Kemendikbud) recorded a significant increase in cases of violations of social norms, intolerance, and verbal violence in elementary schools. This phenomenon shows the erosion of ethical and moral values that not only affects school life, but also the process of character formation of the younger generation more broadly. This condition emphasizes the urgency of studying character education strategies that are able to adapt to the changing times.

Various studies indicate that the development of digital technology has also worsened the moral crisis in children. Akhyar (2023) stated that the use of technology without moral strengthening can reduce respect for teachers and parents, trigger individualistic attitudes, and reduce the spirit of togetherness. Sofian (2023) highlights social isolation as an impact of digital interaction patterns, while Zamzami (2023) assesses that digital lifestyles weaken the internalization of noble values. While these findings are relevant, most studies are still descriptive and have not been supported by quantitative data or empirical comparative analysis that provide a more measurable picture of student morale declines. Therefore, a stronger evidence base is needed to deepen research related to character education in the digital age.

In addition, a number of experts emphasized that education should not only emphasize the cognitive aspect, but need to be balanced with affective and spiritual dimensions. Mampane (2020) criticizes modern education that focuses too much on intellectual intelligence, while Herlambang (2023) and Abidin (2023) emphasize the importance of character education that is contextual, reflective, and supports ethical decision-making. However, there is still a gap between ideal ideas in literature and real practice in schools. The rigid learning model, centered on one-way instruction, and minimal cultural content make character education not effective in facing the challenges of the digital era. It is this gap that drives the need for new, more relevant approaches.

In this context, futuristic pedagogics is considered an adaptive and transformative alternative solution. Research by Budiyono (2024), Kurniawati (2024), and Aly (2024) emphasizes that this approach integrates digital technology with strengthening moral values, reflection, and sensitivity to socio-cultural contexts. Muhtar (2023) emphasized that the success of the implementation of futuristic pedagogics is highly dependent on the role of teachers as facilitators, innovators, and value keepers. Waryanti et al. (2024) added that this approach requires teachers' creativity and imagination in designing transformative learning. Although a number of studies have addressed the role of teachers and curriculum transformation, systematic studies that offer futuristic pedagogic conceptual frameworks—incorporating technology, morality, reflection, and local culture, especially for basic education in Indonesia—are still limited. This is the novelty and contribution of this research.

Based on these conditions, this study aims to examine the role of futuristic pedagogy in shaping the character of elementary school students to have noble, religious, and socially responsible character. In addition, this study seeks to develop a conceptual model of futuristic pedagogic-based character learning through the integration of digital technology, internalization of ethical values, and sensitivity to Indonesian socio-cultural conditions. Thus, this study not only strengthens the theoretical discourse, but also presents a practical framework for the implementation of sustainable character education in elementary schools.

RESEARCH METHODS

This study applied a descriptive qualitative approach by combining a systematic literature review and semi-structured interviews with 10 elementary school teachers in the city of Bandung. Teachers were selected purposively based on criteria: they have implemented the Independent Curriculum for at least one year, are active in project-based learning, and are experienced in fostering students' character (Creswell, 2014; Scott, 2022).

Primary data were obtained through interviews about teachers' experiences in the application of futuristic pedagogics, while secondary data was sourced from journals, academic books, and educational policy documents.

Data analysis uses a thematic content analysis method, which includes reduction, coding, thematic grouping, and synthesis of findings (Braun & Clarke, 2006). The validity of the data was maintained through source triangulation and member checking with participants (Lincoln & Guba, 1985). This approach allows the research to produce a deep and applicable understanding of the role of futuristic pedagogic in the character formation of elementary school students.

RESEARCH RESULTS AND DISCUSSION

Futuristic pedagogics is a very important educational approach, not just a trend. This arises due to the urgent need for relevant and adaptive learning amid global change and technological advancements. This approach fundamentally addresses the challenges of character formation that traditional educational methods can no longer handle. Fadel (2020) affirms that the education of the future must include knowledge, skills, and, most importantly, character, with a focus on adaptability to rapid change. This view is in line with Toffler's (1980) prediction of a "third wave" of civilization marked by the explosion of digital information, which will change the way of learning and demand strong character. Without futuristic pedagogics, the education system risks producing a generation that is not ready to face the complexities and disruptions of the future.

Meirieu (2021) adds that the pedagogy of the future is more than just technology; It's about how technology is used ethically to reinforce reflection and humanity in learning. Futuristic pedagogics should empower students to think critically, act morally, and become independent individuals in a global society. Herlambang and Abidin (2023) support this, stating that futuristic pedagogics uniquely blends local wisdom, cultural values, and technology to create a relevant, adaptive, and value-rich learning environment. Budiyono and Kurniawati (2024) also highlight that this approach provides a space for

exploration for students to understand the value of life through contextual challenges and advanced technology—an advantage that conventional approaches do not have. We argue that futuristic pedagogics offers a more comprehensive framework than just digital literacy, as it places ethics and humanism at the core of technology-based educational innovation.

In Indonesia, character education remains a top priority and is inseparable from futuristic pedagogics. Raharjo (2010) defines character education as a systematic effort to form noble morals, including honesty, empathy, responsibility, and religiosity. The Ministry of Education and Culture (2021) emphasizes the character of students as a pillar of the Independent Learning Curriculum. Purnama et al. (2019) added that learning that combines scientific approaches and moral values will have a long-term impact on character formation. Cahyani et al. (2024) reinforce this by highlighting the role of guidance and counseling. Qadire (2022) through a multisite study proves that strengthening moral values from an early age is effective in forming strong morals. These findings show a fundamental alignment between the goals of traditional character education and the futuristic pedagogic vision, which is to form individuals with integrity. However, futuristic pedagogics expands on this by providing methods and tools to apply those values in the digital age, overcoming the limitations of conventional approaches.

Critical Analysis and Comparison Between Theories

The digital era, Industrial Revolution 4.0, and Society 5.0 have brought fundamental changes in the educational paradigm. Education has now shifted from simply transferring information to building adaptive characters that are responsive to complex social dynamics. Traditional approaches that focus on memorization and passive knowledge transfer are no longer adequate to prepare young people for the challenges of the future. This article analyzes four key aspects of futuristic character education through a comparison of cutting-edge theories, highlighting the central role of futuristic pedagogics as a holistic solution.

Table 1. Matrix of Critical Analysis and Inter-Theoretical Comparison in Futuristic Pedagogics and Character Education

Aspects	Conventional Curriculum	Digital Literacy	Pedagogy Futuristics
Curriculum Reformulation in the Midst of Digital Dynamics	- Focus on memorization and passive knowledge transfer. - Less effective in forming adaptive characters. - Lack of cross-disciplinary contextualization.	- Focus on technical skills in the use of technology. - Emphasizing critical thinking skills in using digital media. - It still tends to be limited to the cognitive aspect.	- Emphasizing value transformation, not just digitalization. - Integrating technology with character and ethics. - Using project-based learning to internalize values.

			- Make humanism and ethics the core of the curriculum.
The Urgency of Teacher Competence as a Value Agent	- Teachers as knowledge impartators (teacher-centered). - The role of teachers is limited to the academic aspect. - Lack of formation of ethical awareness.	- Teachers play the role of facilitators in the use of ICT. - Put more emphasis on technical skills. - Haven't touched the value transformation.	- Teachers as transformative educators and agents of value. - Guiding students humanistically, ethically, and collaboratively. - Develop students' critical, creative, and leadership skills.
Reintegration of Moral Values in Contemporary Education	- Moral values are often marginalized. - Focus on instrumental and academic logic. - Less relevant to the digital world.	- It does not have a specific mechanism for moral integration. - Tends to focus on digital media ethics, not deep character building.	- Uniting global religious values, morals, and ethics in a digital context. - Moral education based on dialogical, reflective, and contextual. - Reinforcing the relevance of traditional values in the modern era.
Family and Community Synergy in the Education Ecosystem	- Family and community roles tend to be minimal. - The main focus is on the school. - Synergy is only administrative, not substantive.	- Engaging the community through digital media, but limited to communication. - There is no strong value framework yet.	- Connecting schools, families, and communities through technology. - Emphasizing value-based multi-stakeholder collaboration. - Provide concrete mechanisms through digital platforms. - Creating an inclusive and collaborative education ecosystem.

Source Table:Compiled based on analysis of text: Aly & Budiyono (2024), Muhtar (2023), Sugiarto (2023), Yunansah et al. (2022), Ariyanti, Herlambang, & Muhtar (2024), Budiyono & Kurniawati (2024), Meirieu (2021), Akhyar et al.

(2023), Utami (2024), Fauziyah, Herlambang (2021), Herlambang & Abidin (2023), Cahyani et al. (2024), Nurjannah et al. (2025).

Based on the table above, here is a critical analysis and comparison between theories in futuristic pedagogics and character education:

Curriculum Reformulation in the Digital Era

Curriculum reform is essential in futuristic character education. Aly and Budiyono (2024) emphasized the need for a futuristic curriculum to respond to the changing times, in contrast to conventional curricula that still focus on memorization and are less effective in forming adaptive characters. Muhtar (2023) supports the integration of character values with technology as future education. Futuristic pedagogics emphasizes that curriculum transformation is not only the digitization of materials, but also profound changes in values. The curriculum needs to move from a narrow academic focus to character strengthening through contextual and cross-disciplinary approaches, such as project-based learning that allows for the internalization of values in real terms. Sugiarto (2023) explains that digital literacy emphasizes the ability to use technology effectively, but futuristic pedagogics places character as the main foundation that must be integrated in curriculum design, through students' hands-on experience. Yunansah, Yuniarti, Herlambang, Wahid, & Hendriyani (2022) also showed the development of multimodality-based digital teaching material media that supports the delivery of moral values in depth. Thus, futuristic pedagogics not only adopts technology, but also utilizes technology to strengthen the human values and character of students, in contrast to digital literacy which focuses more on technical skills.

The Urgency of Teacher Competence as Value Agents

In futuristic pedagogics, teachers have a central and transformative role. Ariyanti, Herlambang, and Muhtar (2024) emphasized the importance of mastering technology and understanding students' social-emotional conditions, supported by Budiyono and Kurniawati (2024) who stated that teachers must play the role of value facilitators. Meirieu (2021) reminds that education must humanize students in the midst of technological dominance. Therefore, teachers in the futuristic pedagogic era are transforming into "transformative educators", who guide students ethically and humanistically. The focus of this research is not only on ICT mastery, but on the formation of ethical awareness and humanistic perspectives of teachers. Ariyanti, Herlambang, and Muhtar (2024) emphasized that teachers with futuristic pedagogic competencies can guide students to develop critical, creative, and collaborative thinking skills, preparing them to become future leaders and innovators. Thus, teacher competence in the futuristic era includes the ability to integrate human values in learning, not just technical skills.

Reintegration of Moral Values in Modern Education

In the modern era dominated by instrumental logic, moral values are often marginalized. Akhyar et al. (2023) cite modernity as the cause of moral erosion,

while Fauziyah suggests the use of hadith teachings as a foundation. Utami (2024) emphasizes tazkiyatun nafs to build authentic character. Challenges arise in integrating traditional values into digital contexts. Futuristic pedagogics offers a solution with a dialectical approach that combines religious values and global ethics in children's digital lives. Moral education must be dialogical, allowing students to understand and internalize values reflexively and contextually through digital media. This approach maintains noble values while adapting them to the contemporary context, in contrast to methods that struggle to bridge tradition and modernity. Teachers who are able to translate values into meaningful experiences in digital culture are a core competency of futuristic pedagogy.

Family and Community Synergy in the Education Ecosystem

Effective character education requires an integrated ecosystem between schools, families, and communities. Herlambang (2021) and Herlambang & Abidin (2023) emphasize the importance of this collaboration, while Cahyani et al. (2024) point out that value-based counseling strengthens resilience, and Nurjannah et al. (2025) recommend integrating values and technology in the Society 5.0 strategy. Futuristic pedagogics acts as a link between technology, values, and multi-stakeholder participation in dynamic learning, enabling authentic value collaboration through digital platforms. The success of character education depends on empowering families and communities as co-educators, and futuristic pedagogics provides a framework and tools to create an inclusive and collaborative integrated ecosystem, as opposed to an approach that is only theoretical.

Synthesis and Novelty Models: Futuristic Pedagogic Integrative Models for Character Education

Referring to the results of the latest research, a character education model based on a futuristic pedagogic approach was developed. This model is strategically designed to respond to the learning needs of the Society 5.0 era and beyond. Consisting of four complementary dimensions, this model aims to create a character learning experience that is adaptive, contextual, and transformative. The main essence of this model is the incorporation of human values with the reflective use of digital technology. This effort is made to overcome the inequality between the ideal concept of character education and the reality of the digital world that continues to develop.

Value and Technology Integrative Model This

Model combines value education, especially spiritual and ethical aspects, with the use of interactive digital technology as a learning medium. Akhyar, Sofian, and Zamzami (2023) emphasize the importance of instilling moral values through learning experiences that are relevant to the digital context. Yunansah et al. (2022) developed a multimodal digital teaching tool in a futuristic pedagogic framework to convey moral values in a deep and engaging way. Mampane (2020) added that the use of digital media can increase student participation through

transformational learning experiences. In this model, technology plays a role more than just an aid; It becomes a medium for internalizing values. For example, students can create short videos to promote positive values or take part in online simulations that teach empathy and tolerance.

Adaptive and Dynamic Teacher Competency Model

Teachers play a role as the main motor of pedagogic change, not only technological literacy but also focus on character building. Ariyanti, Herlambang, and Muhtar (2024) emphasized the importance of pedagogic competence to design 21st century learning in a futuristic manner. Muhtar (2023) explained that futuristic pedagogics provides a conceptual framework for teachers to develop a value-based and technology-based curriculum. Waryanti, Herlambang, and Muhtar (2024) emphasized the importance of teachers' imagination to cultivate character in a futuristic context. Budiyono and Kurniawati (2024) added that teachers must utilize technology to strengthen moral values, not just as a learning tool. Meirieu (2021) reminds the role of teachers as facilitators who are sensitive to the dynamics of values and technology. In this model, teachers guide students to find value and develop character through reflection, dialogue, and collaboration, rather than just conveying information.

Synergistic Ecosystem Model

Effective character formation requires the comprehensive involvement of families and communities. Herlambang (2021) emphasized the family as the foundation of character from an early age. Herlambang and Abidin (2023) introduced the concept of synergy between schools, families, and communities in the digital space or metaverse, referred to as the digital universe. Cahyani et al. (2024) emphasize community-based guidance and counseling to support comprehensive character building. Aly and Budiyono (2024) criticize traditional methods and offer a model of digital participation that is in line with curriculum transformation. This model emphasizes collaboration between schools, families, and communities, with technology as a means of facilitating communication and participation, for example through online platforms that allow parents to monitor students' progress and get involved in school activities.

Model of Character Building Based on Noble Morals

This model aims to instill basic values such as religiosity, empathy, responsibility, and integrity as part of students' identity. Raharjo (2010) stated that character education is a long-term strategy to form noble personalities. Purnama, Hasruddin, and Aryeni (2019) emphasized the scientific approach as a means of forming reflective character. Nurjannah, Saputri, and Mauliza (2025) propose a Society 5.0 approach to give birth to a generation with high integrity. Utami (2024) highlights tazkiyatun nafs in Islamic education as a strategy for moral internalization. Aly and Budiyono (2024) emphasized the importance of local values as a counterweight to globalization, while Herlambang (2015) underlined local wisdom-based education for value contextualization. Zuliani

and Munawaroh (2024) show that a character approach rooted in local culture strengthens the linkage between students' experiences and instilled values. This model updates the previous approach to character by re-reading noble values in contemporary social and digital contexts, making character not only an educational goal but a key foundation in the face of an era of disruption.

Figure 1. Futuristic Pedagogic Integrative Model for Character Education
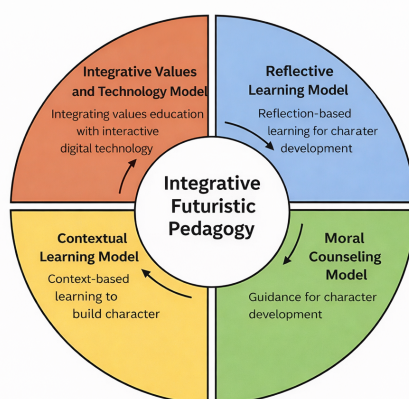
Source : Researcher documentation

Overall, this Integrative Futuristic Pedagogic Model provides answers to global challenges through learning that not only develops intellect, but also builds humanity. Herlambang and Abidin (2023) emphasized that futuristic approaches must be rooted in human values and local wisdom. Budiyono and Kurniawati (2024) conclude that the success of digital character education depends on the ability to integrate values and technology reflectively. Muhtar (2023) emphasized that this model is a new paradigm of character education that is not only adaptive to change, but also ethically and philosophically meaningful.

Implementation and Challenges

The implementation of futuristic pedagogic in the formation of the character of elementary school students demands a comprehensive paradigm change in education. This transformation includes curriculum restructuring, teacher professional capacity building, redefinition of the educational value system, and active involvement of families and communities. Aly and Budiyono (2024) emphasized that the futuristic curriculum must emphasize contextual and cross-disciplinary learning to strengthen character, in line with Muhtar (2023) who stated that this approach is able to adapt education to the demands of the times.

Project-based learning is increasingly in demand because it provides students with real experience while developing the values of responsibility, empathy, and independence (Budiyono & Kurniawati, 2024). Mulyaningsih et al. (2022) added that value-based learning encourages the formation of adaptive and creative characters. For example, schools can integrate the values of honesty and

responsibility through a video project on the impact of social media use, so that students learn technology while reflecting on the ethical implications of their actions, according to the stages of Piaget's cognitive development in elementary school-age children.

However, the application of futuristic pedagogics faces a number of obstacles. Ariyanti, Herlambang, and Muhtar (2024) found that many teachers had difficulty combining technology with the development of students' emotional and moral aspects. Meirieu (2021) criticized teacher training for focusing too much on technical aspects, while Waryanti, Herlambang, and Muhtar (2024) emphasized the lack of attention to teachers' imagination and reflection. Many teachers have not fully understood the integration of futuristic pedagogic principles with the characteristics of child development that require a concrete, visual, and fun approach.

In instilling moral values, Akhyar, Sofian, and Zamzami (2023) said that the efficiency approach in modern education can obscure the moral dimension. Utami (2024) emphasizes the need for spiritual approaches such as tazkiyatun nafs, while Fauziyah (n.d.) considers the dogmatic moral model to be increasingly ineffective. Raharjo (2010) offers a dialogical, reflective, and experience-based approach, in line with futuristic pedagogics. For example, teachers can facilitate digital discussions about moral dilemmas, such as cyberbullying or fake news, that train critical thinking, moral reflection, and empathy.

School collaboration with other stakeholders is also important. Herlambang and Abidin (2023) emphasized the cooperation of schools, parents, and the community, but Cahyani et al. (2024) noted that there is still a lack of concrete strategies to build effective partnerships. Nurjannah, Saputri, and Mauliza (2025) highlight the importance of a supportive social-emotional environment. Applicative solutions include the development of digital communication platforms that allow parents to monitor their child's character development, provide feedback, and participate in school activities and interact with community leaders.

From a technical perspective, Yunansah et al. (2022) found the limitations of digital infrastructure, low technological literacy of teachers and parents, and resistance to new methods. Other barriers include administrative burdens and pressures on academic achievement, which reduces the focus on character education (Budiyono & Adin, 2024). Its handling requires investment in digital infrastructure, teacher training, development of engaging learning resources, and evaluations that emphasize character development, not just academic achievement.

Although complex, the application of futuristic pedagogics in character education for elementary school students is a strategic step. Its success depends on cross-sectoral cooperation, policy support, and the readiness of human resources and educational facilities. Pedagogic innovation is not only about methods, but also about the transformation of educational culture that places character formation at the core of the learning process. Thus, character education

becomes the main foundation, preparing students to become responsible, creative, and integrity citizens in the digital era.

CONCLUSION

The futuristic pedagogy offers a relevant and effective solution to the challenges of character education in the digital age. The integration of technology, reflective values, and socio-cultural contexts empower students as active, critical, and moral learners. Value-technology integrative models, adaptive teacher competencies, synergistic ecosystems, and noble character-based character formation provide a comprehensive framework for sustainable character education. Despite facing challenges such as teacher readiness and infrastructure limitations, this approach is an important strategy to shape Indonesia's young generation who are responsible, creative, and with integrity, with the support of school, family, and community collaboration in a holistic education ecosystem.

In order for futuristic pedagogics to be effectively applied in the character formation of elementary school students, the continuous development of teacher competencies is very important, especially in digital literacy and the ability to integrate character values into technology-based learning. In addition, the national curriculum needs to be revised to support adaptive, reflective, and contextual learning, with a focus on strengthening students' character and moral values. The availability of adequate educational technology facilities and infrastructure is also a crucial factor so that futuristic pedagogics can be optimally implemented at various levels of education.

However, this study has limitations because it uses a descriptive qualitative approach that emphasizes conceptual narratives rather than empirical impact measurement. The data obtained do not fully reflect the effectiveness of futuristic pedagogy broadly, both between schools and between regions. Therefore, follow-up research with evaluative and quantitative approaches is urgently needed to assess the impact, effectiveness, and relevance of these methods in various school contexts. More comprehensive research results can be the basis for the government to formulate education policies that support systemic futuristic pedagogic integration, so that the quality of character education at the national level can be significantly improved.

ACKNOWLEDGMENTS

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